

## Online Learning Experience (OLE) Planning Grid - ITEC 7481

### Standard I: Content Knowledge, Skills, and Concepts for Instructional Technology

(i) The program shall insure that the candidate possesses knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers) as well as competency in technology specific to an online learning environment.

I. effectively use and assist others in using word-processing, spreadsheet, and presentation software.

II. effectively use Internet browsers, email applications and online etiquette. Candidates additionally can design and maintain a module using an online course learning management system.

IV. utilize synchronous and asynchronous tools effectively (i.e., discussion boards, chat tools, electronic whiteboards, etc.).

V. troubleshoot typical software and hardware problems.

VII. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

VIII. model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.\*

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
<ol style="list-style-type: none"> <li>1. Use technologies such as a Learning Management System (LMS), a web 2.0 tool (VoiceThread), word processing, web browser, and e-communication tools to complete online learning activities</li> <li>2. Use technical support resources provided to build skills necessary to complete required assignments in the course</li> </ol>	Applying	<ul style="list-style-type: none"> <li>• Complete VoiceThread Assignment, (Modules 1 &amp; 2)</li> <li>• Use GA VIEW, (all learning modules)</li> <li>• Use productivity tools such as word processing and presentation software to complete assignments, (all learning modules)</li> <li>• Use technical instructions/tech support resources desired to help candidates complete technology-related tasks in the course (all modules)</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of course assignments requiring the use of technology, (Modules 1-6)</li> <li>• Candidate's self-assessment of their technology skills for online instruction, (Module 6)</li> </ul>
<ol style="list-style-type: none"> <li>3. Identify common technical support issues in online learning</li> </ol>	Remembering	<ul style="list-style-type: none"> <li>• Complete readings and presentation, (Module 6)</li> <li>• Summarize/respond to readings and presentation, (Module 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's feedback on the quality of candidate's ability to identify technology support strategies in the summary response (Module 5)</li> </ul>
<ol style="list-style-type: none"> <li>4. Provide examples of Technical Support strategies in existing online courses.</li> </ol>	Understanding	<ul style="list-style-type: none"> <li>• Complete Online Course Review for Technical Support, (Module 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's feedback on the quality of candidate's ability to provide examples of technology support strategies, (Course Review Rubric, Module 5)</li> </ul>
<ol style="list-style-type: none"> <li>5. Evaluate the effectiveness of Technical Support strategies in existing online courses.</li> </ol>	Evaluating	<ul style="list-style-type: none"> <li>• Complete Online Course Review for Technical Support, (Module 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's feedback on the quality of candidate's ability to provide examples of technology support strategies, (Course Review Rubric, Module 5)</li> </ul>
<ol style="list-style-type: none"> <li>6. Design Technology Requirements/Support documentation for a 4-6 week online learning experience to be implemented with K-12 students</li> </ol>	Creating	<ul style="list-style-type: none"> <li>• Complete Course Syllabus Assignment, Section 14: Technology Requirements/Support (Module 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's feedback on Criterion 14 of Online Assessment Rubric: Course Activities (Module 6)</li> </ul>

## Online Learning Experience (OLE) Planning Grid - ITEC 7481

### Standard II: Online Teaching and Learning Methodology, Management, Knowledge, Skills, and Dispositions

(i) The program shall prepare candidates to plan, design, and incorporate strategies to encourage active learning, interaction, participation and collaboration in the online environment.

II. apply current research on teaching and learning with technology when planning learning environments and experiences.

X. apply technology to increase productivity.

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
1. Identify research-based strategies that encourage active learning, interaction, participation and collaboration in online learning environments.	<i>Remembering</i>	<ul style="list-style-type: none"> <li>• Read <i>Keeping Pace: Quality, Accountability, and Research</i>, pp. 40-49; Cavanaugh &amp; Blomeyer, <i>Effectiveness of K-12 Online Learning</i>, pp. 11-16; <i>iNacol Standards for Online Courses</i>; SREB <i>Standards/Checklist for Online Courses</i>; <i>Course Syllabus Assessment Rubric</i>, (Module 1)</li> <li>• Discuss <i>Quality, Accountability, and Research in Online Learning</i> via VoiceThread activity (Modules 1 &amp; 2)</li> <li>• Complete <i>Reflection/Summary Paper</i> in (Module 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's feedback on the quality of candidate's discussions about research-based strategies, (<i>Discussion Rubric</i>, Module 2)</li> <li>• Instructor's feedback on the quality of candidate's summary/reflections about research-based strategies, (<i>Summary/Reflection Rubric</i>, Module 2)</li> </ul>
2. Provide examples of how research-based strategies are enacted in actual online courses.	<i>Understanding</i>	<ul style="list-style-type: none"> <li>• Complete <i>Online Course Review, instructional strategies</i> (Module 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's feedback on the quality of candidate's ability to provide examples of research-based instructional strategies, (<i>Course Review Rubric</i>, Module 3)</li> </ul>
3. Evaluate the potential of online course activities/assessments to promote active learning, interaction, participation and collaboration.	<i>Evaluating</i>	<ul style="list-style-type: none"> <li>• Complete <i>Online Course Review, research-based instructional strategies</i> (Module 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's feedback on the quality of candidate's ability to evaluate research-based instructional strategies, (<i>Course Review Rubric</i>, Module 3)</li> </ul>
4. Design online learning activities that encourage active learning, interaction, participation and collaboration in the online environment.	<i>Creating</i>	<ul style="list-style-type: none"> <li>• Complete <i>OLE Grid Assignment</i> (Module 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's feedback on OLE Grid, <i>OLE Grid Rubric</i>, (Module3)</li> </ul>

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- (ii) The program shall prepare candidates to proactively lead an online classroom in a manner that enhances the likelihood of student success, through regular feedback, prompt responses to student questions and concerns, and clear expectations.
- I. consistently model effective communication skills and maintain records of applicable communications with students.
  - III. provide an effective online syllabus that lays out the terms of the class interaction for both teacher and students, defines clear expectations for both teacher and students, details the grading criteria and appropriate and inappropriate behavior for students, and explains the course organization to students.
  - IV. provide an online syllabus with objectives, concepts, and ideas, and learning outcomes in a clearly written, concise format. (Also includes key components in syllabus: expectations for interactions, grading criteria, inappropriate behavior criteria, class organization, etc.)
  - VII. provide clearly defined statements informing students what to expect in terms of their response time.

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
5. Identify common policies for promoting effective communication in online classes.	<i>Remembering</i>	<ul style="list-style-type: none"> <li>Read Cavanaugh, Chapter 9, pp. 143-160</li> <li>Complete presentation on communication strategies (Module 4)</li> <li>Respond to presentation and readings (Module 4)</li> </ul>	<ul style="list-style-type: none"> <li>Instructor's feedback on the quality of candidate's summary/reflections about effective communication strategies, (Summary/Reflection Rubric, Module 2)</li> </ul>
6. Provide examples of effective communication strategies that are enacted in actual online courses.	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Online Course Review, Communication Strategies (Module 4)</li> </ul>	<ul style="list-style-type: none"> <li>Instructor's feedback on the quality of candidate's ability to provide examples of communication strategies, (Course Review Rubric, Module 4)</li> </ul>
7. Evaluate the potential of online course activities/assessments to promote effective communication.	<i>Evaluating</i>	<ul style="list-style-type: none"> <li>Online Course Review, Communication Strategies (Module 4)</li> </ul>	<ul style="list-style-type: none"> <li>Instructor's feedback on the quality of candidate's ability to evaluate communication strategies</li> </ul>
8. Design effective communication strategies for online learning environments.	<i>Creating</i>	<ul style="list-style-type: none"> <li>Online Communication Guide Assignment, Module 4</li> <li>Course Syllabus Assignment, Module 6</li> </ul>	<ul style="list-style-type: none"> <li>Instructor's feedback on Online Communication Guide Assignment (Module 4)</li> <li>Instructor's feedback on Course Syllabus Assignment, Module 6)</li> </ul>
9.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
10.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

